



CARLINGHOW ACADEMY

EARLY YEARS FOUNDATION STAGE POLICY

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Rationale

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

At Carlinghow Academy, the Early Years Foundation Stage consists of two year old provision – The Little Explorers, one Nursery class and two Reception class. We admit children from the term following their 3rd birthday until they reach full-time school age to Early Years where both part-time and full-time children may be based together. We also offer additional sessions, charged beyond the free entitlement.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

EYFS Statutory Framework, DfE 2017

Carlinghow Academy will comply with all current legal requirements contained in the Early Years Foundation Stage statutory framework.

Equal Opportunities

Our school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of

individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our school is clear about the need to actively support pupils with medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

The school will consider what reasonable adjustments need to be made to enable these pupils to participate fully and safely on school trips, visits and sporting activities.

Risk assessments will be carried out so that planning arrangements take account of any steps needed to ensure that pupils with medical conditions are included. In doing so, pupils, their parents and any relevant healthcare professionals will be consulted.

Aims

Carlinghow Academy will provide children with a secure and confident start to their education in order to nurture a lifelong love and enjoyment of learning.

We are fully committed to the purpose, aims and intended outcomes of the Early Years Foundation Stage framework outlined below;

Unique Child

- To provide a broad and balanced curriculum that supports and challenges all areas of development and is relevant to all children's unique needs and abilities.
- To support the physical, emotional, mental, social, environmental and spiritual wellbeing of all children.
- To ensure the provision reflects the wide range of varied interests of the children and the importance of play.

Positive Relationships

- To promote professional, caring relationships which respect and acknowledge the feelings of all children.
- To value and respect all individuals and communities.
- To develop positive and trusting relationships with all children.
- To work in partnership with other settings, professionals and the community to support children's development and progress.

Enabling Environments

- To provide a safe and secure environment for all children.
- To provide a rich and stimulating learning environment that supports and promotes active learning and creative critical thinking.
- To value and promote the importance of outdoor learning opportunities. – **See Outdoor Play Policy.**
- To work closely with staff to ensure continuity and progression when children enter KS1.

Learning and Development

The classrooms are carefully planned to ensure all areas are used to enable learning for every child. The children have the choice of where they choose to learn. All activities are based upon current assessment and all have a main learning intention that can be accessed with and without adult support. Our basic provision is linked to the age related expectations of the cohort. We encourage child initiated activities and adapt our continuous provision accordingly. We enhance our provision through objects, prompts, conversation and questioning.

Curriculum:

Our Early Years Foundation Stage follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Assessment and Reporting

At Carlighow Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

Taken from the Assessment Policy:

Rigorous baseline assessments are carried out in Nursery and Reception using Target Tracker. These assessments are based on:

- Home visits
- Observation
- Adult-Led activities
- Enhanced provision
- Discussions with parents / carers

Children's progress and attainment is tracked against Target Tracker age related statements for the 7 areas of learning (prime and specific), and the characteristics of effective learning (CoEL). These judgements are based on evidence gathered through observation of children's play/learning (80:20 ratio of child initiated: adult lead).

At the end of Reception all children will be assessed against the ELGs as emerging, expected or exceeding for each of the 17 aspects of learning as set out in the EYFSP. Judgements should be made in accordance with the profile handbook and judgements will be moderated both in-house and at central moderation events. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

GLD (good level of development)

A GLD by the end of Reception relates to children who have achieved at least 'expected' in all of the prime areas of learning as well as reading, writing and maths.

Working with Parents/Carers

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. – **See Key Person Policy.**

Conclusion

We will provide high quality Early Years education and care in accordance with the statutory requirements and guidance for EYFS. This will build a secure foundation for children's future learning and support each child individually to fulfil their own potential.

This policy will be reviewed and approved by the governing body annually.